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ABSTRACT

The project "Turn About" was initiated at Western Washington State College and Everett (Washington) Public Schools, 1971-1972. The major objectives of the program were to enlarge the learning outcomes of elementary school children and improve competency-based undergraduate and graduate teacher education in a portal school. Program leadership rested with five clinical professors and a director. These men were simultaneously responsible and accountable for the education of 525 elementary children (preschool to grade 5 and special education) and 58 full-time graduate and undergraduate students. The undergraduates were assigned to the school for three academic credits; the graduate students were fully certified teachers on professional leave, candidates for the Master of Education degree. A hoped-for spin-off of the program was parent and citizen involvement and the involvement of teachers and students of other institutions. Evaluations of the program and spin-off indicate cognitive gains in major content areas. (Appendixes of this report include graduate and undergraduate course descriptions, lists, and objectives.) (JA)

ED 075431

TURN ABOUT: A Competency-Based Teacher Education Program

Western Washington State College

and

Everett, Washington Public Schools

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OFFICE OF EDUCATION
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SUMMARY

Turn About's major objectives are to enlarge the learning outcomes of elementary school children and improve competency-based undergraduate and graduate teacher education in a portal school. Program leadership rests with five Clinical Professors and a Director who are simultaneously responsible and accountable for the education of 525 elementary children in Everett, Washington's central area Garfield School, and 58 full-time undergraduate and graduate students in Education from Western who are assigned to the school.

The Clinical staff operates in teams in an open classroom setting in which there is a ratio of one adult for every four children. Each Clinical Professor heads a team which includes a graduate student, two or three other Everett elementary teachers, two to four interns and six to twelve laboratory students. Turn About is organized like a teaching hospital; professors diagnose and college students carry out their prescriptions. About half of each professor's time is committed to demonstrating the diagnosis-prescription model and half is spent working with the several levels of college students on site.

Graduate students are Everett teachers on professional leave. They complete a Master of Education degree in one year by spending one day a week at Western and four days at Garfield working with their teams and completing graduate study assignments. Undergraduates in the program are assigned to the school for three academic quarters. Usually they spend two quarters as laboratory students during their junior year and return for a final quarter of internship in their senior year. Both undergraduate and graduate students combine study with practice

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during all three quarters in an individualized program which allows them to spend part of every day in contact with children and part in the analysis of skilled teaching aimed at individualizing instruction.

Evaluation results, validated by an independent auditor, are most encouraging. They show significant increases in the rates of cognitive and affective development among elementary school students, greatly increased parent involvement and criterion level performances for most undergraduates and all graduate students in the program. Turn About also demonstrates the efficacy of the portal school concept as a means through which to effect change in an entire school system. Operating costs for Turn About are no more than what the College and School District would spend for comparable traditional programs.

I. Introduction

Turn About, established in the summer of 1971 and located in Everett, Washington's central area Garfield Elementary School, has dual but interrelated thrusts. The first is to establish a portal school and to demonstrate, in an actual school setting, the efficacy of a competency-based teacher education program for undergraduates and graduate students. Ordinarily, undergraduates who successfully complete three academic quarters in this program receive initial teaching certification; graduate students, after three quarters and usually some summer work, receive a Master of Education degree and an Elementary Consultant's certificate. Turn About's second thrust is aimed at enlarging the cognitive and affective capabilities of inner city elementary school children. The program's design is derived from Western's research and development in the following activities:

(1) development of an elementary teacher education model funded in 1968-69 by the U.S. Office of Education, Bureau of Research; (2) two Teacher Corps grants; (3) three E.P.D.A. grants to prepare teachers of Early Childhood Education; (4) an E.P.D.A., B-2 grant in cooperation with the Auburn, Washington schools; (5) the testing of prototypes of the new model at Seattle, Edmonds and Snohomish, Washington; and (6) the successful implementation of a two-quarter program in the Southeast Education Center in Seattle, Washington.

Turn About's design has several unusual characteristics.

Clinical Professors who direct the project are responsible for teaching elementary students as well as undergraduate and graduate students on site; they continually demonstrate

a diagnosis-prescription model which undergraduates and graduates are expected to adapt to their own developing instructional styles.

Clinical Professors are directly accountable for the learning outcomes of elementary children, undergraduates and graduates in the program. An independent educational program audit is conducted on a continuing basis to validate evaluation reports.

Each undergraduate and graduate candidate in the program is expected to develop his own personalized teaching style based on the diagnosis-prescription model. But the criterion as to whether or not a candidate is successful does not rest on observation of his behavior alone. Rather, the criterion is met when the candidate's students achieve specified significant goals which have been generated from the diagnosis-prescription continuum.

While supplementary support funds have been necessary for program development, the project will operate without such funds and at no added cost to the college or school district after 1973-74. This is rather remarkable in that the ratio of adults to children in the project is one to four.

II. Objectives

The overriding program objective is to develop and demonstrate a competency-based, field-centered teacher education program for undergraduates and graduates which enlarges and improves the learning outcomes of central area elementary school children. Related objectives are to develop and demonstrate a teacher education program which:

Is responsive to candidates' needs, interests and learning styles--a program which assists each candidate to develop his own personalized teaching style based on a diagnosis-prescription model

Relates candidate's performance/competency level to certification level

Raises, to a significant degree, the cognitive and affective capabilities of central area elementary school students

Generates strong community participation in program planning related to teacher education and elementary student growth

Is characterized by a management procedure that causes continuous program development, evaluation and revision

"Spins off" instructional personnel, strategies and materials to other schools in the Everett district.

III. The Program

Setting

Turn About is located in Everett, Washington's central area Garfield Elementary School. The school serves a low income population from which it draws its approximately 525 students in grades K-5. Approximately 40 per cent of the children at Garfield meet the Title I poverty eligibility criteria. Surveys conducted in 1970-71 show that self-image problems, as well as disabilities consequent to cultural and/or value differences and dislocations are persistent barriers to the children's success in developing basic academic and social skills. Standardized intelligence and achievement test scores for children at Garfield place that school in the lowest decile for all (13) elementary schools in the district.

The school is divided physically into four instructional areas and has five instructional teams. Each area contains from 90 to 160 students. The teams are designated: Early Childhood--including preschool and kindergarten students, Primary I--grades 1 and 2; Primary II--grades 2, 3 and 4; Intermediate I--grades 4 and 5; and Special Education--which includes three Resource classrooms serving students with learning disabilities or needs associated with physical, social, emotional or intellectual handicaps.

Constructed in 1969, Garfield represents the architectural transition between a self-contained classroom school and the completely open space concept school. Thus space within the school is relatively flexible and it accommodates well to team teaching and related teaching-learning activities.

Organization

Turn About's senior staff is comprised of five Clinical Professors and a Program Director-Clinical Professor. Four Clinical Professors are assigned as

team leaders. Each of these four teams includes two or three regular teachers, a graduate student, two to four interns, six to twelve laboratory students and usually one or more student teachers; each team is responsible for a multi-age block of elementary students. A fifth Clinical Professor is responsible, together with a graduate student, interns, laboratory students and student teachers, for special education instruction; this Clinical Professor is also responsible for total program evaluation. The Program Director is responsible for all components which deal with teacher education. Salaries for two Clinical Professors are paid by the district, while the college pays for the others.

The Clinical Professor is team leader for his particular instructional area. His is the responsibility for building an effective and efficient team, utilizing the concept of differentiated staffing, which serves a specific block of elementary children; additionally, he provides instruction and supervision for undergraduate and graduate candidates in the teacher education program. About half of his time is spent in demonstrating the diagnosis-prescription model for teacher education candidates as he actually develops curriculum for and works with elementary children. Another major portion of his time is committed to developing curriculum for and providing instruction and counseling to the college students; he continually evaluates these students at specifically established decision points as the students progress through the individualized programs which combine theory and working with children. The Clinical Professor also works with teachers from other schools in the district who wish to adapt strategies or materials developed at Garfield.

In addition to these personnel, the school has a principal, a curriculum specialist and it is served by other specialists in keeping with overall school district policy and organization. Garfield, like other Title I schools in the district, receives some special services consequent to provisions of that law.

Undergraduate Program

The goal for each undergraduate candidate in Turn About is to demonstrate that he is able to: (1) diagnose a learner's needs and capabilities; and (2) state, defend and prescribe significant objectives for that learner. The ultimate criterion of a candidate's success is the behavior of his pupils and their achievement of specified significant goals; to this end each candidate is encouraged and assisted in developing a teaching style which is compatible with his capabilities and personality.

The typical undergraduate for this program is recruited during his junior year and before he has begun the professional education sequence on campus. Usually the student spends two quarters at Garfield as a laboratory student and one quarter as an intern. Students are selected for the program by Turn About staff on the basis of students' records and interviews. Major efforts have been made to recruit students from among ethnic minorities, but relatively few from such groups have shown interest in Turn About.

The undergraduate program is arranged so that students can complete most professional certification requirements on-site in three academic quarters. The specific course sequence which students follow is attached as Appendix A. It is unnecessary to rehearse that sequence here; it is necessary, however, to comment briefly on the nature of students' experiences.

During their first two quarters on-site, the undergraduates are known as laboratory students. In this status they benefit from seminar work and competency-based instructional modules, they have the opportunity to watch Clinical Professors demonstrate and apply theory in working situations with elementary children, and they are assigned paraprofessional tasks which include limited responsibilities for children. As each laboratory student progresses through his individualized program, supervised by a certificated teacher and

Clinical Professor, and as the student demonstrates competency clearly related to student achievement, he is allowed more responsibility for children's learning.

If the laboratory student successfully demonstrates those competencies expected of him during his first two quarters, he is advanced to intern status. In this status, under the supervision of a regular teacher and a Clinical Professor, he is eventually given complete responsibility for the learning of a group of children. Laboratory students are not automatically advanced to intern status, nor are interns automatically given full responsibility for a group of learners; in both cases, the college students must first demonstrate specific competencies directly related to student learning. If they do not, then they are recycled through experiences which will help them gain and demonstrate specified competencies; if a college student still can not meet performance criteria, he is dropped from the program and/or not recommended for certification.

Students' progress through the laboratory and internship continuum is monitored continuously by supervising teachers and Clinical Professors. A key to the success of this type of teacher preparation program is the constant counseling and assistance provided college students by senior staff. In addition, theory is combined with practice at all levels of each candidate's experience. And the availability of literally hundreds of instructional modules, developed by Western's staff during the past four years, makes it possible for candidates to learn at their own rate of speed, in their own way, and from among a variety of alternate packages available on-site. A step-by-step outline of the program for laboratory students and interns is shown in Appendix C.

Graduate Students

Six fully certificated elementary teachers are selected from the Everett School District each year to become graduate students in Turn About. The district grants these individuals professional leaves and pays them one-half of their regular annual salary. The students become candidates for the Master of Education degree at Western with a specialty as Elementary Consultant-Supervisor. They are expected to complete their degree programs in three academic quarters--with possibly some summer work in addition.

Each graduate student has two major responsibilities. For one-half of his time he is assigned to a Clinical Professor and instructional team; in this status he shares an instructional role with the professor for a block of elementary children and he may be called upon to work with laboratory students or interns. This part of the graduate student's role is clearly aimed at helping implement Turn About's thrust at improving education for elementary children. The graduate student's efforts in this area are closely supervised by the Clinical Professor.

The other part of the graduate student's role is focused on the pursuit and application of graduate studies. The intent here is for the graduate student to become a highly proficient elementary specialist who will demonstrate the specific competencies required of an elementary consultant-supervisor. Once having demonstrated those competencies and having been awarded the Master's degree, the individual is assigned to another elementary school in the district; it is expected that the individual will then help staff in that school to effect improved learning opportunities for elementary school children.

The graduate student meets all of Western's regular Graduate School requirements for the Master's degree with a specialty in elementary education--o a related area such as special education--through several types of activities. First, students are required to spend one day each week in formal instruction

and independent study on campus; library and technical facilities available only on campus necessitate this requirement. Students also receive formal instruction from Clinical Professors on-site. In addition, the students complete graduate study assignments on-site which grow out of campus-based and on-site graduate instruction. Each graduate student's program is individualized and it emphasizes the direct relationship between theory and practice; each student has an advisor on-site in Everett and one at the college. In addition to meeting all Graduate School requirements, such as those related to a comprehensive examination and/or thesis, these students must demonstrate to clinical staff that they have high level competencies in the diagnosis-prescription process and in supervision and leadership. An outline of the graduate studies program is shown in Appendix B.

IV. Evaluation

The evaluation design focuses on changes in behavior of three major target groups of people. These are the elementary students at Garfield, the laboratory students-interns and the graduate students. The major institutional change evaluated is the degree to which Turn About serves as a "spin off" institution from which other schools in the district adapt instructional strategies and materials. An ancillary question dealt with is: To what degree did parent and other citizen involvement with the Garfield School change as a consequence of Turn About?

In this design, no control groups were or are employed; the design is non-parametric and the dependent variable is change (hopefully a gain-score) in a target's behavior. At the same time the design employs a rigorous process for on-going/continuous evaluation so that immediate feedback is available to indicate ineffective or inefficient components.

Design for Elementary Students

The evaluation of the several components and sub-components of the program for elementary students is carried out through (1) observation of teaching procedures designed to individualize pupil instruction and (2) analysis of student performance. The over-all plan includes documentation of procedures and materials used with each child, including records and charts which are employed as the basis for summarizing and evaluating the effectiveness of the program. The instructional elements of the program are evaluated through: (1) the establishment of precise and appropriate educational objectives, (2) the assessment of individual performance, (3) the development of relevant instructional tactics, and (4) the immediate evaluation of pupil progress. The assessment of performance is based on measurement and instructional procedures involved in lesson planning, pin-pointing academic movement cycles, and continuous measurement.

The evaluation components for pupils and the related procedures for college students are outlined below.

Elementary Pupils

A. Cognitive objectives

1. Continuous precision teaching data for grades K-5 and Special Education

   a. Kindergarten--a system of pinpointing a wide range of social and academic school readiness objectives using a pretest and posttest design.

   b. Grades 1-5--academic pinpoints, primarily in math and reading, which parallel continuums in reading and math, are charted to assess progress towards specific objectives.

2. Criterion referenced tests published by C.T.B. McGraw-Hill

   a. Pretest and posttest of pupils in grades 2-5.

3. Norm reference tests published by Lorge-Thorndike and Houghton-Mifflin

a. Lorge-Thorndike Test of Mental Abilities, Grade 4.

b. Iowa Test of Basic Skills, Grade 4.

B. Affective objectives

1. Continuous observation of pupil behaviors within the classroom and other school settings.

2. Use of a teacher rating scale based on descriptive statements of pupil behavior.

3. Continuous data samples of self-image behaviors in classroom groups.

4. Analysis of absenteeism and tardiness.

Design for College Students--Undergraduates and Graduates

A. Narrative description of the laboratory experience which includes competencies attained.

B. Continuous supervision and monitoring which includes:

1. Test of Instructional Competency for laboratory students.

2. Rating scale and narrative evaluational form for interns/student teachers.

a. Conducted on continuing basis with mid-tern and final summaries.

3. A field project or comprehensive examination for graduate students.

C. Documentation of pupil (elementary) growth

1. Laboratory students--analyze gains of at least two pupils per quarter for three weeks toward precise behavioral objectives.

2. Interns/student teachers--analyze gains of at least ten pupils per quarter for four weeks of instructional time.

3. Graduate students--analyze gains of at least ten pupils for a minimum of ten weeks of instructional time.

Design for "Spin Off"

Several kinds of data were and are being collected in this regard. (1) A record of visitors from other Everett elementary schools was kept. (2) The number of teachers from other Everett Schools who attended school year or summer workshops at Garfield was recorded. (3) The application of Turn About strategies

and materials in other Everett Schools was noted. (4) The leadership work of graduate students who have been reassigned from Garfield to other Everett schools is being recorded. (5) The efforts of the Everett District Administration to spread the beneficial aspects of Turn About throughout the school system was and is being recorded.

Design for Parent and Citizen Involvement

Records were and are being kept with regard to: (1) parent-citizen attendance at PTA meetings; (2) parent-citizen involvement as school aides; (3) parent-citizen attendance at regularly scheduled "coffee hours" at school and (4) parent responses to questionnaire regarding parents' knowledge about Turn About, criticisms, and suggestions for improvement and/or redesign of program components.

Summary of Evaluation Results

Elementary Students - (1) Cognitive gains in major content areas were apparent. However, the gains were not as great as had been anticipated. Nevertheless, the gains shown in the first year of the program were acceptable. (2) Affective gains were pronounced; the rates of absenteeism and tardiness dropped dramatically. Students' attitudes toward themselves, each other and school improved markedly. It is hoped that these affective gains will continue during 1972-73 and that they will support more substantial gains in cognitive areas.

Undergraduate Students - Of the 45 undergraduates enrolled in Turn About during 1971-72, six did not successfully demonstrate competencies requisite for advancement to the intern stage and/or certification.

Graduate Students - Four of six graduate students successfully completed the Master's program; two did not because of illness. Both of these students will complete the program this year.

"Spin-Off" - (1) Literally dozens of Everett elementary teachers and administrators have visited Turn About in 1971-72. (2) The Everett administration, working with teachers and administrators, is facilitating the diffusion of Turn About components into several other elementary schools; equally important, the Turn About scheme is being adapted for use in the Carver Middle School in Everett. Garfield is a feeder school to Carver. (3) In preparation for the Garfield students, six Carver teachers underwent intensive workshop instruction at Garfield during the summer of 1972. (4) Graduate students from Garfield have been reassigned to other elementary schools in Everett; the impact of these individuals will be evaluated this (1972-73) year. Thus it is clear that Garfield, as a portal school, has had and will have a significant impact on the Everett system and Western's teacher education programs.

Parent-Citizen Involvement - (1) The most striking change in this regard is the number of parents-citizens who attend PTA meetings now as compared to before Turn About began. When it was announced in May of 1971 that Garfield would be the host school for Turn About, approximately 45 parents (some of whom were teachers) attended the PTA meeting at which the new approach was discussed; current (fall, 1972) attendance at PTA numbers about 300. (2) The number of parents and other citizens serving as unpaid aides has increased. (3) The "coffee hours" held at school for groups of 10-12 parents were not especially successful in 1971-72. To improve communications, the Principal at Garfield has organized the school's service area into blocks. In each block there is a home where parents from the nearby area gather for meetings with Garfield staff--to discuss program goals and procedures. This method has proved to be more effective than the "coffee hours" or the use of questionnaires.

Audit

Evaluation reports from Turn About have been audited and validated by an independent educational program audit team from the University of Washington's

Experimental Education Unit.

V. Budget

Development costs for Turn About have been underwritten to a large degree with a three-year grant of approximately $160,000 made available under provisions of Title III of PL 89-10 (as amended). These costs, for the most part, can be attributed to "one time" staff development training, the production or purchase of instructional materials, and the employment--on a temporary basis--of ancillary personnel required in staff development and materials production components. The district has contributed half-time salaries to graduate students on professional leave and, of course, Garfield has received its regular allocation of Title I, PL 89-10 funds; elementary per pupil cost at Garfield is consistent with that in other Everett elementary schools. The college has contributed a great deal of consultant help to Turn About and it has staffed Turn About, during this developmental period, at a temporary and slightly higher level than its other field sites.

Results of cost analyses indicate that this teacher education program is no more costly than traditional, campus-centered programs. When federal funds are terminated, the college and the school district will continue to operate and refine the program.

APPENDIX A

CLINICAL PROGRAM IN TEACHER EDUCATION

GARFIELD ELEMENTARY SCHOOL

PROJECT TURNABOUT

WESTERN WASHINGTON STATE COLLEGE

The Program for Undergraduates

This program is offered entirely in Everett, and is an alternative to that which is presently offered undergraduates who wish to prepare for teaching. The new program content is an alternative to Education 385, 411; Psychology 351, 371; Education 485 or 486 or 488; Education 424; Library Science 305, plus electives for elementary certification.

Within the structure of the new program a student would enroll in:

Fall Quarter, 1972 (1st Quarter)

Education 490, OBSERVATION AND PARTICIPATION (3)
Prerequesite: permission of the department. Guided observation of experienced teachers and limited participation in teaching situations.

Education 390, ENTRY PROGRAM (3)
Students observe pupils in schools and in homes, read, and meet in seminars for the general purpose of making career decisions and justifying these decisions in terms of both their studies and their analyses of their own capabilities as teachers.

Education 493e,f, INDIVIDUALIZED INSTRUCTION IN READING:
LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (12)
Prerequesite: permission of the department. Integration of reading, writing, speaking, listening and use of children's books as functional tools of the communication process; laboratory experiences in developing individualized language activities with children in school settings.

Winter Quarter, 1973 (2nd Quarter)

Education 421, INSTRUCTION IN THE ELEMENTARY SCHOOL (5)
Prerequesite: Education 390. Organizing learning experiences, selecting methods or processes and materials appropriate to the maturation and rate of development of children.

Education 491, LABORATORY IN PREPARATION OF INSTRUCTIONAL PROGRAMS (6)
Prerequesite: admission to teacher education and permission of department. Individual study of learning principles and their application in cooperating schools; selecting and justifying objectives and defining them operationally; designing plans, selecting strategies and materials to implement plans, adapting to actual pupils in the schools.

Education 492, LABORATORY IN INTERACTION AND EVALUATION (6)
Prerequesite or concurrent: Education 491. Implementing significant learning objectives through interaction with pupils; evaluation of learning under guidance of cooperating public school teachers and college faculty.

Spring Quarter, 1973 or Fall Quarter, 1973 or Winter Quarter, 1974 (3rd Quarter)

Education 494, PRACTICUM IN TEACHING (16)
Students take responsibility for the learning of pupils for a limited period of time. The student teacher's competency is judged by observing the student of teaching in practical teaching-learning situations. Criteria for successful performance are based upon the objectives for the Laboratory in Teaching, (Education 491-492).

Each student enrolled in this program will be assigned to one of five instructional teams involved in Project Turnabout. Each team will include a clinical professor, a graduate student who is also a certificated Everett elementary teacher, 2-5 certificated teachers, 4 student teachers and 12 other undergraduates from Western Washington State College; each instructional team, including 18-23 members will be responsible for a block of 80-150 students.

A student progresses from planned, systematic observations and paraprofessional roles to full responsibility for the planning, implementation, and evaluation of individual, small group, and total class learning situations.

Applications

Students who are interested in this program should apply to:

Dr. Arthur L. Hoisington
Director, Project Turnabout
Garfield Elementary School
23rd and Pine
Everett, Washington 98201

or

Mr. Don Ferris
Teacher Education Advisement
Education Department
Western Washington State College
Bellingham, Washington 98225

APPENDIX B

CLINICAL PROGRAM IN TEACHER EDUCATION
Garfield Elementary School
.. Project Turnabout
Western Washington State College

June 29, 1972

To: Graduate Students for 1972-73

From: Dr. Hoisington

Re: Clinical Program for Graduate Students in Project Turnabout

Welcome to Garfield Elementary School and Project Turnabout! The purpose of this memorandum is to provide information and to urge you to immediately complete your application for admittance to the graduate school. The general program including the major steps is outlined below:

The Program for Graduate Students
This program is offered primarily in Everett, Washington with the individual serving as a part-time teacher in Project Turnabout and as a part-time graduate student at Western Washington State College.

Approximately one day per week is spent on campus pursuing independent research and attending scheduled classes and seminars.

Within the structure of the graduate program a number of alternatives are available. These alternatives are explained on pages 17-26 of the Graduate Bulletin for 1972. Please pay particular attention to the "Sequence of Procedures for the Master's Degree" on page 26. The attached "Application for Admission to Graduate School" should be completed, together with an official transcript, letters of recommendation, and test scores by August 15, 1972.

Registration will be accomplished for Fall Quarter on September 25th or 26th at Western Washington State College.

The program advisors are listed on pages 41-44. Most of you will be in the M. Ed. - Elementary Consultant Supervisor specialty. Dr. Stewart Van Wingerden, the listed advisor, has been replaced by (unknown at this time).

Generally, you will be on a four quarter sequence leading to a Master of Education degree at the close of the Summer Quarter following your year of experience in Project Turnabout. Outlined on page three of this passout are the required courses and suggested electives for the Elementary Consultant Supervisor specialty.

It is anticipated that you will define within Education 501 a thesis proposal which you may be able to complete as a field project or thesis. However, you may elect Option 2, without thesis which requires a minimum of 48 credit hours and a "Final Comprehensive Examination."

We offer alternative programs through the cooperation of the advisor of the specialty area; hence, the problems of scheduling must be dealt with on an individual basis. In some instances it may be possible to provide the option of your choice.

If you desire a Master of Education degree specialization other than the M. Ed. - Elementary Consultant Supervisor, you should contact for advisement, Dr. Arthur L. Hoisington, Director, Project Turnabout, Garfield Elementary School, 23rd and Pine, Everett, Washington 98201.

Attachments

1. Graduate Bulletin
2. Application for Admission to Graduate School
3. Passout on Test Information
4. Passout on The Thesis: Regulations & Suggestions

cc: Graduate Students
Dr. Larry Swift
Dr. Paul Ford
Dr. J. Alan Ross
Dr. Herbert Hite
Mr. Owen Forbes
Dr. Rudy Johnson
Mr. Dixon Dahl
Dr. Vern Tyler (Info.)
Director of the Division of Curriculum, Dept. of Education
Director of Graduate Division, Dept. of Education
Members of the Graduate Committee (3 copies to Donn Gilbert)

GRADUATE STUDENT PROGRAM
EVERETT PROJECT TURNABOUT
M. Ed. Elementary Consultant-Supervisor
OPTION I (with Field Project or Thesis)

Fall Quarter	Credits	WWSC Instructor	Time Listed in Tentative Class Schedule
Ed 501, Introduction to Education Research	4	Kelly/Staff	(Th 3-4)@WWSC
(12)...Ed 442x, Working with St. Teachers (F)	3	Skinner	Garfield
Ed 421, Instruction in the Elementary School (F)	3	Staff	Garfield (F, 9-11)
Ed 500, Precision Teaching (F.W.S.)	4	Martin	Garfield
	14		
Winter Quarter			
Ed 512, Seminar in Educational Philosophy	4	Karason[1]	(W 7-10) @WWSC
Ed 462, Exceptional Children in the Classroom (F.W.S.)	4	Slaten	Garfield
Ed 521, Seminar in Curriculum	4	VanWingerden[1]	(Th 7:00)@WWSC (To be adjusted)
	12		
Spring Quarter			
Ed 513, Seminar in Psychology & Sociology of Education	4	Ford[2]	(W 7-10)@WWSC
Ed 532, Seminar in Elementary Education	3	Darrow[2]	(Th 7:00)@WWSC (To be adjusted)
Ed 496 or 500, Practicum in Diagnosis & Prescriptive Teaching (F.W.S.)	3	Hoisington	Garfield
	10		
Summer Quarter			
Ed 690, Thesis or Field Project*	6	Committee	WWSC
Ed 543, Supervision in the Public Schools	3	Starbird	WWSC
	9		
Total Credits	45		

*The "Comprehensive Test" alternative, Option II requires 48 quarter hours credit; hence the necessity to take an additional 9 hours (6 to replace Ed 690 and 3 to complete the 48 quarter hours).

[1]To be adjusted for the same day at alternative times for Winter Quarter.
[2]To be adjusted for the same day at alternative times for Spring Quarter.

First Draft Copy
March 20, 1972

APPENDIX C

PROJECT TURNABOUT
Garfield Elementary School
Everett, Washington

SEQUENCE OF MAJOR EVENTS IN THE CLINICAL PROGRAM

I. Phase I: Orientation and Needs Assessment

A. Estimated Duration
   1. Student teacher...one week
   2. Lab student (2 quarter sequence)...two weeks
   3. Lab student (3 quarter sequence)...three to four weeks

B. Goals
   1. Orient the clinical student to pupils, teachers and school procedures
   2. Diagnose with clinical student his personal and professional development needs and interests and plan how to reach the determined goals
   3. Schedule observations of and paraprofessional assistance to cooperating teachers

C. Probable Activities of Clinical Student
   1. In school and classrooms (3 1/2 hours per day)
      (a) Paraprofessional activities
      (b) Observations of pupils and instructional staff
      (c) Follow-up on lessons taught by other staff
   2. In laboratory classes (exclusive of 3 1/2 hours above)
      (a) Examines and prepares instructional materials for elementary pupils
      (b) Completes lab packets and studies of professional materials
      (c) Participates in additional observations and conferences with clinical professor
      (d) Formulates personal development goals to be attained prior to assuming instructional responsibility
      (e) Completes observation guides, diagnostic instruments, and other similar tasks
      (f) Participates in seminars as scheduled
      (g) Observes and supervises elementary pupils before school, in the classroom, on the mall and playground, in the lunchroom and other similar areas.
      Learns, memorizes and is able to implement all expectations for behavior that the staff have for elementary pupils.

D. Clinical Professor Functions and Tasks
   1. Prior to the beginning of Phase I the clinical professor:
      (a) Assists the director and/or curriculum specialist in interviews and initial placement of clinical students...keeps cooperating teachers fully informed.
      (b) Arranges with the cooperating teacher and the clinical student the classroom experiences outlined in Phase I.
      (c) Prepares materials and devises procedures for orienting the clinical student to the teaching team
   2. During Phase I the clinical professor:
      (a) Orients clinical student to daily-weekly schedules, instructional procedures, and student expectations
      (b) Implements all orientation procedures
      (c) Explains program and the management procedures
      (d) Advises and confers with students in the selection of professional materials and the completion of lab packets.
      (e) Monitors all observations and guides the clinical student's perceptions of what he observed.
      (f) Supervises paraprofessional assignments and tasks. Trains clinical students as required
      (g) Begins data file for each clinical student
         (i) demographic data
         (ii) needs/interests/abilities/preferences
         (iii) observation reports
         (iv) profiles concerning skills and knowledge
      (h) Confers with the cooperating teacher and the clinical students in group and individual conferences about perceptions of what the clinical student needs to learn

E. Cooperating Teacher Functions and Tasks
   1. Prior to Phase I the cooperating teacher:
      (a) Indicates interest in working with clinical student
      (b) Specifies paraprofessional tasks to be performed by clinical student during Phase I.
      (c) Specifies preferred daily/weekly schedule for clinical student
      (d) Identifies clinical student's orientation objectives and establishes how to accomplish these objectives
   2. During Phase I the cooperating teacher:
      (a) Assists clinical professor in orienting the clinical student to school, staff and pupils
      (b) Assists clinical professor in training clinical student for paraprofessional tasks
      (c) Monitors clinical student's performance in paraprofessional tasks
      (d) Responds to clinical student's questions regarding Phase I objectives, needs analysis, orientation, classroom and student management, and teaching as a profession.

F. Decision Rules for Entry into Phase II
1. Needs analysis completed and understood by cooperating teacher, clinical student and clinical professor
2. Paraprofessional tasks performed satisfactorily
3. Orientation goals and objectives met
4. Phase II plan developed

II. Phase II: Introduction to the Basic Instructional Model and To the Performance Objectives for Elementary Pupils

A. Estimated Duration
1. Student teacher...one to two weeks
2. Lab student (2 quarter sequence)...two weeks
3. Lab student (3 quarter sequence)...three to four weeks

B. Goals
1. Acquire an understanding of the basic instructional model and the performance objectives for elementary pupils
Begin to internalize the model for teaching/learning and form a commitment to the model
2. Increase personal skill and proficiency in implementing the model
3. Continue to diagnose personal needs, interests, and abilities
4. Continue performance of paraprofessional services
5. Lab students make commitment to location for balance of "pre-practicum" or Phase III

C. Probable Activities of the Clinical Student
1. In school and classroom (3 1/2 hours per day)
(a) Continues paraprofessional services
(b) Begins initial experiences with "teaching" pupils
(c) Continues observing with increasing skill in discriminating at a variety of levels
(d) Participates in "teaching" situations in the library or gymnasium (at least one week)
2. In laboratory classes (exclusive of 3 1/2 hours above)
(a) Completes instructional packages and professional reading as planned for Phase II
(b) Broadens observations within the Garfield setting and possibly to other schools
(c) Participates in seminars and classes to improve skills in (i) human relations, (ii) interpretation and implementation of the elementary program, (iii) application of instructional procedures, and (iv) classroom management
(d) Engages in special reading and projects as needed

D. Clinical Professor Functions and Tasks
   1. Prior to Phase II the clinical professor:
      (a) Generates with clinical student and cooperating teacher the Phase II plan to include:
          (i) personal development objectives
          (ii) planned activities and sequences
          (iii) evaluation and feedback procedures
      (b) Establishes the plan of implementation with the cooperating teacher
   2. During Phase II the clinical professor:
      (a) Conducts classes, seminars, conferences, etc.
      (b) Checks clinical student's progress and confers with student and cooperating teacher
      (c) Arranges for observations and gives feedback to the cooperating teacher
      (d) Develops special instructional packages for individuals or groups
      (e) Confers with cooperating teacher regarding performance of clinical student in laboratory tasks and paraprofessional services
      (f) Confers with clinical student regarding needed adjustments in Phase II plans

E. Cooperating Teacher Functions and Tasks
   1. Prior to Phase II the cooperating teacher.
      (a) Assists clinical students with needs analysis
      (b) Critiques Phase II plans
   2. During Phase II the cooperating teacher:
      (a) Monitors clinical students performance of paraprofessional tasks
      (b) Discusses with clinical student and clinical professor the classroom performance of the clinical student
          Cites strengths and identifies weaknesses
      (c) Provides individual and small group "mini-teaching" opportunities
      (d) Gives constant feedback to the clinical student

F. Decision Rules for Entry into Phase III
   1. Demonstrates complete understanding and partial application of the instructional model through (i) classroom performance and (ii) completion of instructional packages and professional readings
   2. Completes objectives in Phase II plan
   3. Decides on grade level(s) and subject area(s) for balance of pre-practicum
   4. Develops Phase III development plan

III. Phase III: Completion of Objectives for Pre-Practicum

A. Estimated Duration
   1. Student teacher ...continues to assume additional teaching responsibility with full responsibility for approximately two to three weeks
   2. Lab student (two quarter sequence)...three to seven weeks
   3. Lab student (three quarter sequence)...ten to fourteen weeks

B. Goals
   1. Meet the performance criteria specified in the evaluation procedures
   2. Develop plans or requirements for optimal practicum experience(s)
   3. Gain instructional experience according to demonstrated levels of competence

C. Probable Activities of the Clinical Student
   1. In school and classrooms
      (a) Teaches selected groups of students as arranged with cooperating teacher and clinical professor
      (b) Carries out needed paraprofessional tasks
      (c) Observes classrooms and demonstrations as needed
   2. In laboratory classes
      (a) Completes instructional packages and professional readings as planned in Phase III
      (b) Participates in seminars
      (c) Completes directed readings
      (d) Conferences with clinical professor and cooperating teacher regarding performance with elementary pupils

D. Clinical Professor Functions and Tasks
   1. Prior to Phase III the clinical professor:
      (a) Generates Phase III plan with and for each clinical student which includes:
         (i) personal development objectives
         (ii) planned activities within an acceptable daily/weekly schedule
         (iii) evaluation and feedback procedures
      (b) Establishes the plan of implementation with the cooperating teacher
   2. During Phase III the clinical professor:
      (a) Conducts classes, seminars, conferences, etc.
      (b) Checks progress of clinical student regarding instructional packages and professional readings
      (c) Observes the clinical student regularly
      (d) Develops special instructional packages for individuals and groups as needed
      (e) Confers with cooperating teacher regarding performance of the clinical student
      (f) Confers with clinical students regarding needed adjustments in Phase III plans
      (g) Makes arrangements for systematic checking of training program objectives
      (h) Critiques with cooperating teacher the lesson plans of the clinical students
      (i) Observes the clinical student in teaching situations
      (j) Explores possible practicum assignments

E. Cooperating Teacher Functions and Tasks
   1. Prior to Phase III the cooperating teacher:
      (a) Collects data regarding the clinical student's performances for input into Phase III planning
      (b) Confers with clinical professor and clinical student to revise and approve Phase III plans
      (c) Plans with clinical student to preconference, observe, and post conference specific directed teaching assignments
   2. During Phase III cooperating teacher:
      (a) Identifies and arranges for careful check-out of training objectives for the clinical student
      (b) Assists clinical professor with critique of clinical student's instructional plans for implementing elementary pupil instructional objectives
      (c) Observes classroom performances of clinical students and related instructional duties
      (d) Critiques daily/weekly plans of the clinical student
      (e) Assists clinical professor in over-all evaluation of the clinical student.
      (f) Assists with needed remediation of instructional difficulties

F. Decision Rules for Entry to Phase IV
   1. Completion of Phase III planning objectives
   2. Demonstration of the performance objectives for the instructional model and data supporting that satisfactory pupil learning occurs under his guidance
   3. Decision is made concerning optimal practicum placement

IV. Phase IV: Initial Practicum

A. Estimated Duration
   1. Student teacher...not applicable
   2. Lab student (2 quarter sequence)...four to five weeks
   3. Lab student (3 quarter sequence)...four to seven weeks

B. Goals
   1. Extends application of basic instructional model to more pupils/ situations/ subjects
   2. Demonstrates good classroom management and control of children
   3. Continues to refine skills and knowledges associated with "classroom teaching effectiveness."
   4. Demonstrates pupil growth in performance objectives through continuous experience with one or more groups of pupils for extended periods of time under the direct supervision of the cooperating teacher

C. Probable Activities of the Clinical Student
   1. Teaches 3 - 5 hours per day
   2. Completes selected lab packets or professional readings

D. Decision Rules for Entry into Practicum
   1. Demonstrates successful performances in teaching elementary pupils individually and in small groups
   2. Recommendations from the cooperating teacher and clinical professor which support his entry into the practicum

cc: All Garfield Staff Paul Ford